DOCUMENT RESUME

ED 259 773 JC 850 405

TITLE	Miami-Dade Community College 1984 Institutional Self-Study. Volume V: North Campus Studies (Change Center, Honors Program, Basic Law Enforcement Training Program).
INSTITUTION	Miami-Dade Community Coll., Fla.
PUB DATE	[Apr 85]
NOTE	104p.; For other volumes, see JC 850 401-408.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Community Colleges; *Honors Curriculum; Participant Satisfaction; *Police Education; *Program Effectiveness; Program Evaluation; *Self Evaluation (Groups); Two Year Colleges; *Womens Education

ABSTRACT

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of selected programs at MDCC's North Campus. The first section provides information on North Campus, focusing on the student population; administrators, faculty, and staff; building programs; educational programs; and student and alumni accomplishments for the period 1974-1984. The next section introduces the special self-studies conducted at North Campus. The following sections provide evaluations of: (1) the CHANGE Center, a program fostering the academic, occupational, and social advancement of women; (2) the North Campus Honors Program; and (3) the Basic Law Enforcement Training Program. In addition to information on methods and findings, each section includes recommendations and projections. Finally, a summary section highlights the need for increased community and campus awareness of the programs, for expanding the services of the CHANGE Center and Honors Program, and for developing a strategy to cope with circumstances which currently make the Basic Law Enforcement Program unduly dependent upon the hiring needs of local police agencies. (HB)

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MIAMI-DADE COMMUNITY COLLEGE

VOLUME V

NORTH CAMPUS STUDIES

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Self-Study

VOLUME V

NORTH CAMPUS STUDIES

CHANGE CENTER

HONORS PROGRAM

BASIC LAW ENFORCEMENT TRAINING PROGRAM

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

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Acknowledgements

The North Campus Self-Study Committee appreciates the preliminary guidance and suggestions from Steering Committee Members: Wally Aikens (staff), Gina Cortes (faculty), John Greb (administration), Althea Green (student), Eneida Guernica (community), Roz Halperin (Faculty Senate), Joan Kite (student), Sheila Long (faculty), and Jose Socarros (student).

Gratitude is also expressed to the following people who contributed to the preparation of this volume: Sharon Chambers (typist), Carole Cooper (head typist), Chandra Davis (typist), Christina Fible (student typist), Elizabeth Forrester (word processing facilities), Elizabeth Hernandez (student typist), Linda Jackson (support), Lauretta Lovell (support), Bobbi Ossip (editor), and Margaret Rivera (researcher).

NORTH CAMPUS 1974-1984

Introduction

On the eve of its silver anniversary year, Miami-Dade Community College reflects a rich tradition of academic excellence and innovation. The senior campus of the College, North Campus shares twenty-four years of this long and proud history. The successful accomplishments of more than 49,000 North Campus graduates who are scattered throughout the country and found in every profession and occupation nationwide formulate an impressive list. The accomplishments of these alumni are testimony that, given opportunity and access to quality education, individuals can perform, thrive, and surpass expectations.

North Campus is a composite of many unique elements. Since its founding 24 years ago in a local high school and its subsequent move to a former World War II Naval Air Base, the College and its original campus have become a major force within American education. Although Miami-Dade did not invent the community college concept, time and circumstances did nonetheless assign to it a major role in determining what the community college movement would become.

The College, under the challenge of enormous growth, was forced into an innovative posture. Discovering itself while surveying the potentiality of the two-year institution, the College expanded to four separate campuses. The original spirit of creativity, which did not acknowledge the term "impossible", still prevails on this campus.

Student Population

Since the Miami-Dade 1974 Institutional Self-Study, North Campus has experienced dramatic changes. The most significant have been a steady decline

in enrollment and an unforeseen change in the ethnic mix of the student population.

The rapid escalation of the campus to a population of 18,000 students in its first 11 years was unparalleled in higher education. However, as the three other Miami-Dade campuses opened to serve the growing population in Dade County, North Campus was no longer the only campus for area students to attend. The opening of the adjacent South Campus of Broward Community College and the expanding freshman and sophomore programs at nearby Florida International University, Florida Atlantic University, Barry University, and St. Thomas University gave students in northern Dade County still other options to continue their education. Because of this increasing diversity of options, student credit hours on North Campus dropped from 176,000 to 110,000 over the past ten years.

Moreover, the migration of population within Dade County has not favored the North Campus. In recent years, established citizens and younger upwardly-mobile families have tended to concentrate in the southwest section of Dade County. The Miami riots and the influx of Mariel and Haitian refugees have had significant impacts on the population, ethnicity, and programs of North Campus. Nonetheless, though its Fall 1984 enrollment of 12,775 students represents a decline, North Campus still ranks among the 20 largest of the 1,200 two-year colleges in the United States.

In addition to decline in enrollment, the student mix on North Campus has changed significantly from 1974 to 1984. In the Fall Term of 1974, the typical student was a 24 year old, White non-Hispanic male enrolled for 11 credit hours. Fifty-two percent of the student body was White non-Hispanic, 15% Black non-Hispanic, and 28% Hispanic. The female/male ratio was 46% to 54%

in that term. The typical student in the Fall Term of 1984, however, was a 26 year old Hispanic female enrolled for nine credit hours. In that term, 26% of the student body was White non-Hispanic, 28% Black non-Hispanic, and 42% Hispanic. The female/male ratio was 52% to 48%.

Administrators, Faculty, and Staff

Working as a team, members of the North Campus family, feeling the impact of these changes over the past ten years, have accepted them as a challenge. Administrators, faculty, and staff have experienced four major campus reorganizations and conducted national searches for a Campus Vice President, a Dean of Academic Affairs, and two Deans of Student Services. One hundred and ten faculty have been transferred to other campuses and most of the 46 retirees have not been replaced. Classified and non-classified staff positions also have been reduced. Yet, despite these circumstances, the administrators, faculty, and staff continue the strong North Campus commitment to excellence.

Building Programs

The past ten years have seen the construction of several buildings on the 250 acres of the North Campus. The last Naval barracks were demolished to make room for a swimming pool and a pre-school laboratory. The multi-functional Leroy Collins Campus Center, which received the Governor's Design Award in 1982, houses the cafeteria, bookstore, student activities offices, student newspaper, international student office, and meeting rooms. The former student center, which served as the Naval officers club on the original air base, was rennovated into a state-of-the-art health fitness center containing a dance studio; judo, Nautilus, and exercise physiology laboratories; and an athletic training room.

The Southeast Florida Academy of Fire Science, funded in 1982 by a special legislative grant, opened in April 1984. This facility consists of a model fire station, a laboratory/administrative building, a six floor training tower, and a burn building.

The Hialeah Center, the largest Outreach center of the North Campus, opened in 1980 on the first two floors of a rented office building four miles west of the campus. The Center provides Hialeah and its surrounding communities with a modern educational facility where special emphasis is given to an English-as-a-second-language program. Many basic required and general education distribution courses are offered both in a bilingual format and in English. In addition to credit and noncredit courses, the Hialeah Center has also become a setting for the many business, cultural, and civic programs for Hialeah, Miami Springs, and the Miami Lakes area. In the Fall Term of 1984, students registered for more than 4,000 student credit hours at the Center.

Educational Programs

Changes in population, personnel, and facilities at the North Campus over the past ten years have necessitated many innovative programs designed to meet the changing needs of the tri-ethnic community served by the campus. The following nontraditional programs were among those considered for selection as special campus studies for evaluation in the 1984 Institutional Self-Study.

Division of Student Services. The CHANGE (Career Horizons and Alternatives for New Growth through Equality) Center prepares women for career change, upward mobility, or entry into the labor market. This nontraditional program, established in 1979, provides emotional support for women who have returned to school to continue their education. Emphasis is placed on

increasing self-confidence while acquiring academic credits and new skills. To achieve this objective, the current program has four components: the on-campus Women's Studies Program; the Non Traditional Career Service; the NETWORK program; and the new Women's Studies Career Development Certificate Program, offered to women at their work location after hours or on Saturdays.

The North Campus Challenge Center, established in 1983, attempts to increase retention of students entering with moderate academic deficiencies. This innovative program reaches out to students who might otherwise drop out of college by creating a supportive atmosphere within the educational environment. Students in the Challenge Center receive special academic support and counseling as they progress through their regular academic curriculum.

The Sign Language Degree Program in the Disabled Student Services Department was designed and developed in 1984 to train interpreters for the 20,000 deaf people in Dade County and to ease the critical shortage of interpreters in the local courts, hospitals, government offices, and private businesses. In addition to producing individuals who possess skills necessary to communicate effectively with the hearing impaired, the program provides a foundation for those who seek careers in special education and vocational rehabilitation.

Division of Academic Affairs. The Center for Advanced Learning was created in 1983 to serve gifted, talented, and high-ability students of all ages in the community. Six special programs are included in the Center: the Emphasis on Excellence Program, the College Honors Program, the Governor's Program, the Performing and Visual Arts Center (PAVAC), the Junior High Gifted Program, and the College Acceleration Program.

The "Reach Out Project" was established by the Florida Legislature to expose educationally disadvantaged junior and senior high school students to higher educational opportunities. The North Campus designated music as its area of participation for the first year (1984) with expansion to the other arts intended in subsequent years. The Project presently encompasses four programs: Area Music Festivals, In-School Coaching, Saturday Lessons and Ensembles, and String Programs.

The Wellness Program, located in the health fitness center of the Division of Health, Physical Education, and Leisure Services, originated in the Fall Term of 1984. Total fitness assessments and exercise prescriptions are designed for North Campus administrators, faculty, staff, students, and members of the community to take advantage of during their leisure time.

Division of Public Services. The Basic Law Enforcement (BLE) Program was established in 1971 to consolidate county police recruit training on North Campus. This program administers and supervises the police training academy program operated in conjunction with various police jurisdictions. A wide variety of career development courses is also offered to the law enforcement community.

The Correctional Officer Training (COT) Program, established in March 1974, provides entry-level training for individuals employed by the corrections and rehabilitation departments of the county. The Dade-Miami Criminal Justice Assessment Center was established in 1981 in response to community needs for the selection of law enforcement and corrections personnel within Dade County. The Assessment Center also evaluates, on request, police personnel for promotion into higher ranks.

Associate in Science degree programs in Fire Sciences were established in 1969, and the Fire Academy, with its new facilities and equipment, became a state-certified training center in 1984 within the Division of Public Services. The Academy conducts entry-level and in-service training for southeast Florida municipal agencies, and fire brigade training for the private sector.

Student and Alumni Accomplishments

Since the College's 1974 Self-Study, the North Campus students and alumni have achieved many significant successes. Phi Theta Kappa, the student scholastic honorary, was named best chapter in the State of Florida and in the nation in 1981, 1982, and 1983. The North Campus Chapter of the Computer Science Association was chosen best student chapter in the nation for 1982, 1983, and 1984.

In athletics, the campus judo team won the National Junior College Athletic Association championship four times (1977, 1978, 1983, 1984). North Campus athletes also won national championships in men's golf in 1980 and in women's golf in 1977, 1978, and 1980. The campus baseball team finished second in the national tournament in 1974 and the mens' basketball team was runner-up in the 1982 NJCAA Tournament.

The North Campus Brain Bowl Team captured the Miami-Dade President's Trophy in 1983 and 1984, as well as the southern regional state championship in 1983. The Falcon Times, North Campus student newspaper, won four consecutive Pacemaker Awards from 1981 to 1984 and 24 All-American ratings from 1960 to 1984. The North Campus Flying Team, competing against senior colleges and universities, won the southern United States regional tournament in 1983.

The Speech Team took second place in the 1983 Phi Rho Pi Southern United States Forensics Tournament. Additional honors in that same year for the team included first place in extemporaneous, persuasive, and oral interpretation of literature and second place in duet acting.

The Performing Arts Department has continued its tradition of quality by offering the campus and community a complete schedule of mainstage, studio, and dinner theatre productions each season, as well as a children's theatre in the summer. The department's musical ensembles present over 100 concerts annually, on campus, on television and radio, and at hotels, conventions, county functions, and many other events.

The New View Dance Theatre performs at Viscaya, Gusman Hall, the Dade County Youth Fair, Circus World, Disney World, local hotels, and on local educational television each year. The four-night/two-matinee spring performance highlights the student dance ensemble's jazz, ballet, tap, Afro-Caribbean, and modern dance repertoire.

Student Co-Curricular Activities and Governance sponsors theme weeks celebrating the heritage, and focussing on an awareness of many cultures, age groups, and holidays. These annual activities are well attended by the campus and community populations.

The campus also boasts an impressive list of alumni, including educators, judges, legislators, professional athletes, coaches, doctors, television personalities, a Miss Universe, an Oscar winner for a music score, and a member of the Miami-Dade Board of Trustees.

NORTH CAMPUS SPECIAL STUDIES

Identification

All of the innovative educational programs cited above were considered for evaluation in the 1984 Institutional Self-Study. Three programs were finally selected by the North Campus administration for an in-depth assessment: the CHANGE Center, Honors Program, and the Basic Law Enforcement Program (BLE). The goal of each of the three studies was to determine the impact and effectiveness of its target program.

Organization

After these three programs were selected, the North Campus Self-Study Steering Committee, appointed by the Campus Vice President, developed a prospectus for each study which was submitted to the College Self-Study Coordination Committee. A chairperson for each study was selected by the Campus Vice President in conjunction with the Faculty Senate President and the North Campus Self-Study Coordinator.

Committee selection for each of the studies followed a similar pattern. Committee members were appointed by the committee chairperson and the North Campus Self-Study Coordinator from a list of volunteers supplied at recruitment meetings with the Faculty Senate, the Classified Staff Forum, the Vice President's Executive Committee, associate deans, chairpersons, the Student Senate, and Phi Theta Kappa.

The chairpersons of the three campus studies became members of the North Campus Coordination Committee and met weekly with the North Campus Self-Study Coordinator and North Campus chairpersons of College and campus reform

committees to share concerns and receive updated information. A writer was selected for the CHANGE Center Study while respective chairpersons of the Honors and Basic Law Enforcement studies elected to write their own reports.

Evaluation Methods

In order not to overburden North Campus respondents to the studies' inquiries, the chairpersons of the three campus studies developed joint survey instruments, one for administrators, faculty, and staff; another for students. Approximately a one-third random sample of the North Campus faculty was surveyed during the Fall Term of 1984. Every third faculty member on a campus roster received a questionnaire which included specific sections devoted to questions on the North Campus CHANGE Center, Honors Program, and Basic Law Enforcement Program. From 266 names of North Campus staff members, 140 were also randomly selected to receive the same questionnaire. Every second name from a list of 76 administrators, for a total of 38, was also selected to receive surveys. All administrators, faculty, and staff received these shared questionnaires with cover letters through interoffice mail.

For the combined general student survey, sequences were chosen by taking every fifth class from the 66 sections of upper-level math classes in the Fall of 1984. A total of 450 surveys was distributed and 287 returned, for a 64% response. Each study committee also reviewed and utilized pertinent program, campus, and College reports, and background documents.

Resulting data were analyzed and interpreted, conclusions drawn, and the three reports in this volume were written. The North Campus Self-Study Coordination Committee and North Campus administrators read each report and made suggestions. The final documents are the results of each study Committee's interpretation of its findings.

Since this volume focused primarily on results and recommendations, only salient features of the history and description of the present programs are presented. However, more extensive background information is available to the reviewers from the Southern Association of Colleges and Schools in separate reference files, and to other readers upon request.

NORTH CAMPUS STUDIES

PART 1

EVALUATION

OF THE

NORTH CAMPUS CHANGE CENTER

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

The CHANGE Center of the North Campus was chosen as an appropriate area for self-study because it had been established since, and as a result of, the Miami-Dade 1974 Self-Study. The program had not been evaluated previously and had been in existence long enough for sufficient assessment data to be available. The investigating committee sought to determine how effective the program has been in meeting the needs of women re-entering college for the purpose of eventually entering the work force, the principal target group of the study, and to discover the degree to which the North Campus and the community were aware of the services of the Center. Data sources included 1974 self-study recommendations, College mission and policy statements, Center records, and interviews with CHANGE Center students, the North Campus general student body, faculty, staff, and administrators as well as representatives of women's organizations and local radio and television stations.

It became apparent when the results of the study were analyzed that the present organizational structure of the CHANGE Center is effective, but does not allow for expansion. Promotional efforts, which have been limited in the past, need to be increased. There was strong evidence that the program is successful in providing services to its main target group and also in retaining students. The re-entry women served by the CHANGE Center represent the largest single source of potential students as the number of traditional full-time students declines. The survey results from the study made it clear that students on the North Campus were largely unaware of the Center and that community organizations and media, although willing to aid in promotion of the Center, had not heard of the services that it offers until they were surveyed.

The CHANGE Center is recognized as a permanent and integral part of the North Campus organizational structure. Contingent on future growth, funding and staffing should be increased, promotional activities should be expanded, and satellite centers should be developed on other campuses.

BACKGROUND

Program Description

The CHANGE (Career Horizons and Alternatives for New Growth through Equality) Center is a Miami-Dade Community College North Campus program which prepares women for entry into the labor market or for career change or upward mobility. The program philosophy is one of positive action and peer support.

The CHANGE Center was chosen for evaluation as part of the Miami-Dade 1984 Institutional Self-Study because it represents an innovative, nontraditional program which originated after the 1974 self-study. According to the United States Bureau of the Census, the number of women returning to school between 1975 and 1978 rose 18%. Clearly this was a special group with identifiable needs as defined in the recommendations of the 1974 self-study. The purpose of the CHANGE Center is to aid in the reduction of situational, institutional, and personal obstacles to the ultimate achievement of the goals of this special group.

The typical CHANGE Center candidate is a 32 year-old female attending school part-time, raising a family, and working. This student's life is often further complicated by loss of a husband or by a husband with earnings below the poverty level. Thus, if this student is to attend and remain in school, support services are necessary. The CHANGE Center program was designed to combine these support services with academic courses to allow these students to establish credentials to eventually enter the work force and provide for their families.

Program Development

In planning the Center program, a support and intervention model was designed by a member of the campus counseling staff who had determined the need for such a program through work in counseling with re-entry females. A proposal was submitted and funding was received in 1979 through a $6,000 grant from the Florida Department of Vocational Education.

The goals of the Center were developed based upon the concept that re-entry women--women over 25 who have interrupted their education and are entering or re-entering postsecondary institutions--comprise a large potential source of new students for colleges and universities, and that their participation in higher education can be expected to increase dramatically. Most re-entry women pursue higher education for job opportunity or career enhancement and advancement. Consequently, a growing number of postsecondary institutions have begun to evaluate their policies and programs to determine how well they attract and serve this new student body. Unfortunately, in some instances institutional policies and practices may inadvertently make enrollment and retention difficult. Personal and situational obstacles further complicate this target group's re-entry into college. Miami-Dade North Campus quickly recognized that specialized services were required to meet the needs of this group.

The objectives of the special program developed to meet the needs for re-entry women are as follows. Students in this program:

- Have the opportunity to understand issues and concerns which present barriers to women returning to school or re-entering the labor market;

- Increase their knowledge of institutional systems and College resources, including admissions, registration, basic skills assessment, financial aid, day care, developmental labs, and tutorial services;
- Participate in educational planning, establishing both short and long-term educational goals;
- Examine career options, career development, and the world of work;
- Heighten their self-awareness and self-confidence; and
- Participate in activities which promote peer support and networking.

The curriculum established for the Women's Studies Program reflects these goals and is critical to the philosophy of the program.

Program Scope and Organization

Components. The three on-campus components of the CHANGE Center--academic, Non-Traditional Career Service, and NETWORK--cooperatively provide students with assistance in all areas of their lives. The academic component of the Women's Studies Program encompasses the College's required general education core courses, taught by faculty selected for their abilities to emphasize the special concerns of the program. All courses meet required College competencies, while building confidence in the students. The English courses include the study of women in literature, with writing assignments applicable to the student's needs. The Social Science core course stresses the power of the individual in society as well as the appreciation of major accomplishments of women and their impact on society. Humanities courses stress the contributions of women to the Arts. Psychology courses give

students an insight into behavior patterns important to women. The natural science classes provide a non-threatening atmosphere in which women can develop insight into their own biological and natural processes. Math classes help to dispel anxiety and the myth that women fail to comprehend numbers.

The academic component of the program also contains several special classes and pedagogic approaches. For example, the physical education class stresses the health and physical fitness needs of women. A special distribution course, Biology of Women, allows students to question biological processes in an atmosphere designed to provide information about their bodies which they are often reluctant to seek, even from physicians. Such questions are answered by a female instructor with expertise in this area. A new course, Strategies for Success, designed to ease the transition from homemaker or single parent to college, assists students in orientation and advisement, allows for peer support, and discusses many other pertinent affective issues.

The second component of the CHANGE Center curriculum is the Non-Traditional Career Service, which provides one-on-one counseling in current job information and provides the reference tools needed for effective career exploration. CHANGE Center personnel give advice and assistance in changing careers or upgrading positions. In the Fall of 1984, this service was expanded and related more closely with the Women's Studies Program to form a more effective system, NETWORK.

From the combination of the Women's Studies Program and the Non-Traditional Career Service has come a new approach to meeting the needs of the re-entry woman. The first NETWORK session was planned and directed by CHANGE Center personnel with the understanding that the students in the

program, with the assistance of the staff, would then plan, publicize, and recruit for future sessions. This session brought together community representatives from business and industry with Miami-Dade faculty in related disciplines. Prominent and successful women in nontraditional careers spoke to the group. Faculty advisors, students, and the women role models then met in small groups to explore career possibilities available to students.

The second area of the NETWORK system is the pairing of CHANGE Center alumni, many of whom are presently employed on campus, with students new to the program. This group meets monthly, arranges group attendance at workshops, and assists with car pools, child care, and other personal services. The mentor relationship is a natural result of these activities.

A fourth component, the Career Development Women's Studies Certificate Program, offers an opportunity for women to better their job skills, further their education, and plan more rewarding careers. This program, developed by Cornell University, is an eight-course, twenty-four-credit college program designed to be of immediate use to women in their work, and also has the advantage of allowing the credits to be applied toward an Associate in Arts or Associate in Science degree. Although the original intent, as proposed by Cornell, was to offer these courses at the work site, the CHANGE Center modified the program so that the courses are taught on Saturdays at the North Campus Hialeah Center. Two courses are offered each semester. They include:

- Effective Writing
- Interpersonal Communication
- Oral Communication

- Mathematics on the Job
- Introduction to Financial Management
- Dynamics of Organizational Behavior
- Dynamics of Managerial Behavior
- Introduction to Computers/Accounting

The Miami-Dade North Campus was selected by Cornell University to be the first college site outside the State of New York participating in this program.

Faculty Selection. Much of the success of the present program is a direct result of the instructional team. Instructors are chosen because they personify the philosophical goals of the CHANGE Center. Each faculty member in turn serves as a role model. Some are women who have returned to school later in life to continue their education. Others portray a style which connotes assertive behavior and strength. Male members of the team provide an opportunity for women to interact with men who recognize and respect their worth and dignity as individuals.

Structure and Organization. The CHANGE Center is part of the Special Services Department of the North Campus Division of Student Services, which also operates other special target population programs. The CHANGE Center program is supported by the Division of Student Services through its counseling and support services, the Academic Affairs Division through the Women's Studies Program, and the Vocational Education Division through career counseling. This is an effective structure because it calls upon all areas of the campus to be sensitive to the needs of the target group.

Administration and Operation. The Director of the CHANGE Center works closely with the department chairpersons in the Academic Affairs Division to secure appropriate instructors to teach in the Women's Studies Program and to schedule classes to fit the daily routine of women who may have children in school, transportation problems, or work part-time. The director must also establish liaison with the registrar, admissions officers, and advisement personnel. This becomes a satisfactory method to aid students to register for the correct classes and to ease the frustrations accompanying the process of entering college life. The director also publicizes the program, designs additional services, and generally supervises the entire CHANGE Center.

Community Awareness. The director and members of the staff have been guests on local television and radio shows. Articles about the Center have appeared in the Miami News and the Miami Herald. The growth of the Center in its brief existence has resulted in the need for increased daily delivery of services to students.

External Services. An extensive network has been developed by the staff of the Center with persons in registration, admissions, financial aid, and support labs. This network has facilitated the admission process for the re-entry woman and personalized the assistance given to students by providing names of individuals in each of these areas who are available for help. This attention to detail, though time-consuming, helps lower the anxiety level of these women.

Costs and Resources. Currently, the CHANGE Center is funded by a variety of sources. The director and a full-time clerk receive their salaries from institutional funding. Part-time staff members and operating expenses

are funded by block grant, Pratt Fund, department, and divisional budgets. Because of this funding situation, staffing becomes an unstable situation. Presently the staff consists of one full-time professional and four part-time members. A full-time clerical position was added in the Fall Term of 1984. The demand for services from the Center is growing and is predicted to increase. Thus, even without expanding the program, the pressure on the staff is significant.

The newest component of the program, the Women's Studies Career Development for Working Women (Cornell Program), is highly applicable to the working woman and is salable for increased College enrollment. One part-time employee handles the many duties necessary to make this aspect of the program effective. Until this new program component generates sufficient enrollment, funds for increased promotional activities, wider dissemination of information to the community, and program expansion will not be made available.

Although the CHANGE Center was established in 1979, it has not been formally evaluated. It was selected as an appropriate program for self-study because it had been in existence long enough to provide needed assessment data and is a nontraditional program serving the interests of a unique group. The program has had a low profile, both on campus and in the community, and it was considered desirable to determine the degree to which the campus and community were aware of the services of the Center and how the Center could be more effectively marketed.

Of parallel interest in this self-study was the determination of how the program attracts and retains students. In this connection, it was

considered important to know whether students' self-images are in fact enhanced by participation in the program and whether the program effectively provides those services most needed by its students.

METHODS OF EVALUATION

Goals

The first goal of the study was to determine how effectively women's needs have been met by the CHANGE Center. Did the Center's services attract them to the North Campus? Were they remaining because of these services? What is the relative effectiveness of each service offered by the program? Has the Women's Studies Program been sufficiently developed to meet the needs of the students?. How well have these needs been met? Has the CHANGE Center increased students' self-confidence and awareness of their potential? Have they been successful in their studies as a result of the support from the Center?

A second evaluation goal was to determine the degree to which the North Campus population was aware of the CHANGE Center. Have North Campus students, faculty, staff, and administrators heard of the CHANGE Center? If so, how did they hear of it? Have they participated in its program and have they referred people to it?

The third goal was to determine the degree to which the community was aware of the CHANGE Center and the degree of support available for this type of programming within the community. Have the local women's organizations and the media heard of services provided by the CHANGE Center? If so, how had they heard of them? Would they participate in the program, and would they refer individuals to it? Would they help publicize the program? Did they feel that the program was an appropriate activity for the Miami-Dade North Campus?

Committee Organization

The Chairperson of the CHANGE Center Self-Study Committee was selected by the North Campus representative of the College Self-Study Coordination Committee with concurrence of the North Campus Faculty Senate President and the North Campus Vice President. This chairperson in turn selected fourteen volunteer committee members from a list of interested staff, faculty, administrators, and community representatives. District advisors from Institutional Research and Academic Affairs were assigned to the investigation committee. The North Campus Self-Study Coordinator served as the major advisor. All decisions were made by the full committee in weekly meetings throughout the study.

Research Design and Method

Methodology. Principal research strategies employed in the study included a series of questionnaires designed to determine the impact of the CHANGE Center on current and former students. Questions were addressed to the general student body as well as to administrators, faculty, and staff. These questions were designed to determine the degree to which respondents were aware of the Center. Surveys of community agencies and local media were conducted by telephone interviews to determine the degree to which they were aware of the program.

Existing Data Sources. Research conducted by the North Campus' Coordinator of Recruitment, as part of a doctoral dissertation, provided information on the achievement of CHANGE Center students. Pamphlets, brochures, and analysis reports from the CHANGE Center provided historical background and information on the current program and promotional efforts.

Included in these sources were mail-out brochures describing the program and data from the U.S. Department of Labor demonstrating the need for women to receive higher education. The brochures described the Women's Studies Program and the Non-Traditional Career Services. Another flyer described the "Saturday Solution," the Career Development Women's Studies Certificate Program (Cornell Program). Finally, copies of the mail-out newsletter, "Making Change," contained information on the philosophy of the program and included interviews with women who have successfully completed the program. CHANGE Center records provided names of former students to whom questionnaires were subsequently mailed, as well as enrollment statistics and information on the program's history. Course descriptions were provided by the CHANGE Center staff.

New Data Sources. Planning statements designed by the North Campus Self-Study Steering Committee, and survey instruments designed and administered by the committee, with review and approval of the Campus and College Self-Study Coordination Committees, were used as data sources. All data were collected either through questionnaires or telephone surveys. The survey questions were designed to determine the effectiveness of the present program in meeting the needs of the target group. Questionnaires administered to the general student body, faculty, staff, and administrators of North Campus provided information on the degree to which the campus community was aware of the program. The telephone survey of women's organizations and local media representatives reflected the degree to which the community was aware of the program. Random sampling was used for all but current students, to whom questionnaires were administered in class.

Target Group Selection and Data Collection. Sixty CHANGE Center students in the Spring Term of 1984 responded to questionnaires administered in CHANGE Center classes. This enrollment was judged to be atypical because the age distribution of females was younger and the male enrollment was larger than in a major term. No provision was made to screen out duplicate respondents.

Fourteen hundred names of former program students were compiled from a non-duplicated listing of class rolls for previous years and from reference cards on file at the CHANGE Center. Every fourth name was chosen and surveys were mailed to 350 former students. The response rate was 29% or 100 returns.

All CHANGE Center students in the Fall Term of 1984 were also surveyed in classes. A list was compiled from class roll summary reports by sequence number. To avoid duplications, students were requested not to complete questionnaires if they had previously done so, or if they were not CHANGE Center students. A total of 343 questionnaires were distributed, of which 192 or 56% were returned.

A survey of randomly selected students not enrolled in the CHANGE Center during the Fall Term of 1984 was administered in upper-level math classes. Sequences were chosen by taking every fifth class from the 66 sections of upper-level classes. A total of 450 surveys were distributed, and 287 returned for a 64% response.

Selected women's organizations and agencies were surveyed by telephone by members of the study committee. A list of 98 organizations including women's professional groups, service groups, radio and television stations, and newspapers was compiled. Thirty-nine organizations were selected at random to be surveyed.

A joint questionnaire comprised of questions about the CHANGE Center, Honors Program, and Basic Law Enforcement Program was sent to North Campus administrators, faculty, and staff. Distribution information concerning this questionnaire may be found in the Volume Introduction.

Data Processing and Analysis. The Office of Institutional Research processed the objective questions in each survey. The committee members compiled results of questions which elicited written and verbal responses. As the computer print-outs were returned to committee, members discussed the results of each question in light of the demographic information obtained from each survey. Interpretation of results was determined by committee consensus.

Computer print-outs were copied and distributed to each committee member. Individual members of the committee volunteered to analyze specific questions and interpret results for full committee deliberation and acceptance. As volunteer members reported findings in full committee sessions, each committee member responded to and, after discussion, agreed with the interpretation. A consultant from Institutional Research served in an advisory capacity at many meetings.

RESULTS AND CONCLUSIONS

Data from questionnaires returned by the general student body confirmed the assumption that the CHANGE Center has a low profile on campus. Seventy percent of the students not involved in the CHANGE Center had never heard of the program.

Although the general student population was unaware of the existence of the Center, a large percentage of faculty (96%) and staff and administrators (95%) had heard of the program. While these groups were aware of the Center, less than half could identify it as exclusively a North Campus program. These respondents also exhibited confusion about the organizational structure and function of the program. Most of this group had heard of the Center from faculty or students.

The current CHANGE Center students indicated that they had heard of the program either from a friend or through information posted on campus. Radio and television have not been particularly effective. However, some former students cited newspaper advertisements as their sources of information. It should be noted that the initial budget of the Center included funding for newspaper publicity.

To determine the degree to which the community was aware of the CHANGE Center, local women's organizations and media were surveyed by telephone. The results gave a discouraging appraisal of the community awareness of the Center. Of the 25 representatives contacted, 18 or 72% had never heard of the program. After hearing a description of the program, all agreed that the program was worthwhile and should receive greater publicity. Seventy percent reported that their members or clients could benefit from the services of the Center

and all respondents felt that it was an appropriate community college service. Several organizations suggested ways in which they could become involved in promoting the Center. These included internal newsletters, distribution of brochures, and speakers for meetings. Radio and television stations suggested the use of public service commercials and talk shows to promote the Center. It is evident from these findings that much work must be done to organize an effective promotion campaign in the community.

The current and former students' questionnaires provided significant insight into the effectiveness of the Center and helped to determine how effectively women's needs have been met by its program. It was evident that the CHANGE Center students of the Spring Term of 1984 were atypical. This group was not screened to avoid duplicate surveys and the Spring Term classes were filled in rotation without strict regard for target populations. Males are not specifically recruited, but they sometimes register for these classes. A relatively high percentage of respondents (16%) in this group were males enrolled in CHANGE Center classes, compared to a five percent enrollment in the Fall Term of 1984 and a one percent male enrollment in the former student group.

The survey questions directly addressing the value of the program for the target group elicited overwhelmingly positive responses to increased self-confidence, awareness of potential, and increased skills for more effective living. Both former and current target group students cited as important aspects of the program the peer support, counseling and guidance, and the patience of instructors. Many in this group stated that the program needed a greater promotional effort.

Not only did the majority of the current CHANGE Center students (68% in the Spring Term of 1984 and 79% in the Fall Term of 1984) plan to continue studies at Miami-Dade, but they planned to continue as a direct result of their experiences in the program. The impact of the program's services was reported as greatest on the 22 and older age group, with the percentage of satisfaction increasing with age. The single 16-21 year old student is less likely to find the CHANGE Center essential in making a decision to continue studies. The majority (63%) of former students said that they did continue their studies because of the program.

Current and former students recognized that the Center strengthened their personal and academic confidence. This increase in confidence directly influenced their decisions to continue in a College program. This increased confidence also enhanced their chances of success as they continued. The level of self-confidence rose with experience and time in the program. Once again, the highest percentages of positive responses (50% or greater) were from the target population. The greatest impact was on the older married (75%) and formerly married group (91% to 100%).

Half of the responding students stated that the CHANGE Center made them aware that nontraditional career options were open to them, though this had not resulted in job placement. The questionnaire did not discriminate among those who are/were already employed, those not seeking employment and those actively seeking employment. Therefore, no significant conclusion could be derived.

Survey results indicated that a large number (at least 52%) of both current and former students had received information on support services such as advisement, counseling, job placement, and support laboratories.

Information regarding child care was less important to the former students' group than to currently enrolled students. Present CHANGE Center students placed a higher value and priority on the availability of on-campus child care services. The North Campus Pre-School Laboratory can accommodate only 66 children and has a two year waiting period. Referrals to community agencies for neighborhood child care are difficult because the process is time-consuming.

Only five to six percent of the students reported that courses in the program did not meet their needs. A large percentage (80%) were satisfied with the support provided by instructors in the program. Again, the mature (90%), married (72%), and formerly married (96%) students perceived the greatest degree of support.

Of those faculty members who indicated that they had taught in the program, all found it a worthwhile experience and believed that the program served the needs of the target group. Sixty percent of those faculty respondents reported that they had changed strategies for the courses they taught in the Center program. This group agreed unanimously that there was a need for the program. Ninety percent found the CHANGE Center students attentive and interested. Sixty percent of the 103 faculty surveyed felt that more courses should be added to the curriculum.

The students' feelings and attitudes toward the CHANGE Center were captured in the comments sections of the questionnaires. Of those who provided narrative responses, many were positive about the program. In describing the "most important" aspect of the program, students replied that they received help in "cutting through red tape" and they appreciated the friendly, encouraging teachers and the peer group support. Many looked upon

the Center as a "home base" when they felt lost or confused. An overwhelming number of the 352 total current and former students (87%-98%) said they would recommend the program to a friend, a fact interpreted as a measure of their satisfaction with the CHANGE Center experience.

Write-in responses to the "least important" aspects of the program reflected the desire for additional courses, not only in the campus program but also in the outreach centers. Some students stated that they had not been in the program long enough to evaluate it, but felt that it needed more promotion.

RECOMMENDATIONS AND PROJECTIONS

The following recommendations are those which the North Campus CHANGE Center Self-Study Committee considered most significant. Each is accompanied by the plan and timetable projected for its implementation.

Recommendation 1: The CHANGE Center should continue as a permanent and integral part of the organizational structure of Miami-Dade.

The CHANGE Center has shown a growth pattern in contrast to the decline in enrollment experienced by the North Campus and has established itself as a successful vehicle for recruitment and retention of students.

Women returning to school are potentially a very large group of new students who could fill the gap created by the declining number of students in the 18 to 22 age group. Projections by the Carnegie Council suggest that by the year 2000, 52 percent of all undergraduate students will be women and 50 percent will be over the age of 22. The Council further predicts that the returning women will help offset a 23 percent decline in enrollment of the traditional 18-22-year-old students.

Recommendation 2: Funding for the CHANGE Center should be reviewed.

As needs and enrollment increase, more full-time personnel should be budgeted to provide the necessary services.

Because the results of this study validate the positive contribution of the program to both recruitment and retention, the North Campus Vice President will insure adequate funding for any necessary expansion of the program.

Recommendation 3: The Career Development Women's Studies Certificate Program (Cornell Program) should be expanded.

The women who are participating in the program and the employers who are involved have expressed positive results from their participation and are interested in promoting and expanding the service. This program has the potential to increase the enrollment at the North Campus and bring the community into closer contact with the College. Future promotion of the program, with the support from the community as revealed in the telephone survey, will make this a viable project. Three local businesses are currently waiting to become involved in the program, but cannot now be accommodated.

Recommendation 4: The CHANGE Center should increase promotional efforts.

Research results and comments by current and former students point to the strong need for making the campus and community more aware of the services of the CHANGE Center. Community organizations unanimously agree that more publicity is essential. More effective use of all the Campus marketing facilities should be made.

The CHANGE Center staff will design and prepare to distribute new Center brochures to students, faculty, and community organizations in the Fall Term of 1985. The testing area will refer target group candidates directly to the Center. Using the community organizations and local media surveyed in this study, CHANGE Center personnel will contact and arrange for promotional activities during the Fall Term of 1985. The present activities involving newsletters, campus open house appearances, and shopping mall promotions will be continued.

An effort to present a program on cable and network television channels will be made. Its format will emphasize problems facing re-entry women and how Miami-Dade can meet their needs. The program will focus on these problems within the broad context of how these changes affect not only the woman but her family, employer, and the community. Topics will include success stories of women combining the roles of student, homemaker, and worker, women in new careers, two-career marriages, and single parenting. The District Office of Community Affairs will develop a format and design, with production scheduled for the Fall Term of 1985 and plans to broadcast by the Winter Term of 1986.

Recommendation 5: The CHANGE Center self-study report should be distributed to each campus.

Increased re-entry women's enrollment is evident throughout Dade County. All campuses can increase their enrollments by offering a similar program. Members for each campus on a 1984 collegewide committee on Status of Women expressed a desire to have centers on each campus. A needs assessment on each campus will determine the market for the program, the availability of facilities, and the availability and interest of qualifed faculty members to participate in the program. Should other campuses desire to adopt this program, the CHANGE Center staff will cooperate in its development and implementation.

NORTH CAMPUS STUDIES

PART 2

EVALUATION

OF THE

NORTH CAMPUS HONORS PROGRAM

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

The Center for Advanced Learning, created to unify the North Campus Emphasis on Excellence programs, was developed in October 1983. The Center was designed to recruit academically advanced students, providing them with easier access to scholarships and support programs. Originally under the umbrella title of Emphasis on Excellence, the Center for Advanced Learning now houses the College Honors Program, the Scholarship Program, the Dade County Junior High Gifted Program, the Performing and Visual Arts Center, the Governor's Program, and the College Acceleration Program. The integration of all six programs has created a sense of unity among program administrators and has provided an efficient clearinghouse of information about scholarships and grants from local and federal sources.

This campus-level study did not focus on the specific programs of the Center for Advanced Learning, which are essentially geared toward secondary students with outstanding skills or extraordinary talents. Instead, the entire Center for Advanced Learning was described and its perception by the North Campus community was evaluated. The major focus of the study was an evaluation of the individual and collective impact of the North Campus Honors Program in relation to its intended objectives and to the total mission of the College.

By unifying advanced-level programs on campus, the Center has also been able to provide the general education core courses for Honors credit. Students selected for the Honors Program are guaranteed an academic

scholarship, personal attention from a faculty mentor, and assistance in exploring upper-division studies and/or career options. The Honors Program answers those special needs for College students who desire a more intensive study in the field of their interest. It also aids in the further development of academic skills for those students who plan to transfer to upper-division institutions.

The Honors Study Committee has made certain recommendations which should be incorporated into the operation of the Honors Program at this time in order to assure its future growth to full potential. There was, however, evidence from the study that the public relations aspect of the program has not been sufficiently exploited, and recommendations by the committee have addressed this issue.

Beyond these criticisms, all evidence accumulated by the committee indicates that the Honors Program at the North Campus is developing well within the parameters of sound educational practice, and the possibility of outstanding development is not outside its reach.

BACKGROUND

Program Description

This evaluative report provides an in-depth look at the North Campus Honors Program and its effect on the campus and community. Following some background information and an explanation of its umbrella title, the Center for Advanced Learning, the impact of the Honors Program in relation to its intended objectives and to the total mission of the College will be investigated.

During the mid-1960s and early 1970s, Miami-Dade Community College found itself caught in the "access revolution" which was higher education's reaction to the discriminatory practices that surfaced during the Civil Rights movement. Providing increased access to higher education for minorities and otherwise disadvantaged citizens became a primary focus of the College. Most of the barriers that had restricted admission of groups were removed and enrollment of these previously excluded citizens significantly increased at Miami-Dade.

However, this successful "access revolution" was accompanied by a general depression of educational standards and a notable lessening of faculty expectations for student success. The relaxed standards within the College only served to lower the marketvalue of the education to which these new students had recently gained access. The student's right to fail seemingly had displaced the student's need to succeed.

Program Development

Such were the conditions under which Miami-Dade conducted its 1974 Institutional Self-Study, and they were discovered to be deeply embedded in

the fabric of the College. The self-study recommended corrective actions be given immediate attention, with special focus on the College's general education program. In March 1975, the College Council on Academic Affairs established an ad hoc committee to study the College's General Education Program. This action eventually led to the sweeping educational reform outlined in General Education in a Changing Society (Lukenbill and McCabe, 1978).

The 1974 self-study also found that the academic programs of the College were in need of broad rejuvenation, and its principal recommendations addressed that purpose. Among the study's recommendations was one pursued by the North Campus, which led to the eventual establishment of honors course programming. Contained in the 1974 Student Services volume was a recommendation to the North Campus Advisement Department to develop procedures to identify gifted students for the purpose of advising them at successive stages of their careers.

This recommendation led the North Campus administration to convene a committee for the purpose of studying the possible development of an honors curriculum. The North Campus Honors Curriculum Committee began deliberations during the Winter Term of 1978 and delivered its findings to the campus Vice President before the end of that term. The committee recommended that an honors program be developed at the North Campus, beginning with a few specially designed honors courses. Since the College was already engaged in its massive educational reform, it was felt that the time was not appropriate to establish a full honors program.

In the meantime, the College District Administration established the Emphasis on Excellence Program during the same academic year. This program

included a High School Achievement Award Scholarship offered to Dade County high school students who graduated within the top ten percent of their class and attained a predetermined score on the Miami-Dade Entrance Placement Examination. The program likewise included establishment of the College Distinguished Visiting Professor Series, in which speakers, distinguished in their field, were invited to lecture at Miami-Dade and interact with students through special seminars. The Lively Arts Series, principally held at the Mitchell Wolfson Campus, sought to broaden the students' cultural exposure to the performing arts. The Emphasis on Excellence Program also administered the William L. McKnight Scholarship, awarded to students who completed between 27 and 40 cumulative credits at Miami-Dade with a minimum grade point average (GPA) of 3.7. These actions served as a catalyst to the development of the North Campus Honors Program.

In an attempt to reconcile a high quality educational program with the College's commitment to the open door admissions policy, the College administration established a more directive educational program which elevated standards and expectations for student success. The administration of the College had rallied the creativity of its faculty through the general education reform to demonstrate that it would be possible for the College to provide both open access and quality education. Indeed, in 1982 Miami-Dade's President declared this goal to be the paramount social responsibility which the College had to its community.

The issue of providing appropriate educational opportunities for superior students was addressed by the College President in a position paper entitled Excellence Is For Everyone:Quality And The Open Door Community College (McCabe, 1982). This paper cited how superior students were neglected because

community colleges were faced with the overwhelming problems of providing support for underprepared students. No matter how imperative goals of increased achievement might be for these students, the President declared that community colleges should not become places solely for students with poor academic skills. Superior students, he noted, are important assets in building and maintaining positive public attitudes towards community colleges. The special needs of these students, therefore, required particular attention.

The North Campus Honors Program was created to serve this purpose. It was developed to provide an intellectual challenge for its superior students and to enhance the academic image of the North Campus in the eyes of students, faculty, and community. The objective of the Honors Program was to recruit and retain superior students.

The Honors Program at the North Campus offers matriculating superior students the opportunity to continue their education within an environment of honors programming which is conducive to the maximum realization of their potentialities. The program is also designed for student retention as well as recruitment. According to Charles Burt (1975), only ten percent of the brightest children in the United States actually get to college, and the number of these bright students who become drop-outs in college totals over 125,000 each year. This phenomenon is further proven by Kent Farnsworth (1982) in his study at Muscatine Community College (Iowa). He discovered an "alarming number" discontinued their education altogether owing to the lack of academic challenge and stimulation they experienced at the community college.

The North Campus Honors Program is a central element of the Emphasis on Excellence Program on the campus which, as a collegewide effort, was designed to attract, encourage, and reward students who have demonstrated superlative

academic ability. It consists of interconnected components: the Honors Program, Distinguished Visiting Professor Series, invitational seminars, and financial scholarships.

Program Scope and Organization

Definition of the Center for Advanced Learning. The Center for Advanced Learning, established in the Fall Term of 1983, is a vehicle for implementing the Emphasis on Excellence goals. The Center includes the Dade County Junior High Gifted Program, the Performing and Visual Arts Center (PAVAC), the College Honors Program, Empnasis on Excellence, the College Acceleration Program, and the Florida Governor's Summer Program for gifted and talented high school students. The Center For Advanced Learning has developed into a cooperative venture between the North Campus and the Dade County Public School System. Its synergism is evidenced through six programs providing scholarships and academic services for high achieving students from feeder junior and senior high schools as well as those enrolled in the freshman and sophomore years at the North Campus.

The following is a brief sketch of its six programs:

- EMPHASIS ON EXCELLENCE: This program administers the High School Achievement Award for first-time-in-college Dade County students who graduate in the top ten percent of their class and who qualify to enroll in college-level English, math, and general education core courses as determined by the College's basic skills assessment; the Academic Achievement Award for any Dade County high school graduate who either has a minimum SAT score of 1050 with no subscore below 450 or a minimum ACT score of 24 with math and English subscores of at least 21; and the William L. McKnight Scholarship for Miami-Dade second-year students enrolled in an Associate in Arts or an Associate in Science degree program who have attained a 3.7 GPA over a minimum of 24 earned credits.

- THE COLLEGE HONORS PROGRAM: Honors courses and seminars, faculty mentors, scholarships, Florida Brain Bowl competition, the Distinguished Visiting Professor Series, and the Phi Theta Kappa honors fraternity are all services and activities of the College Honors Program. Students with a GPA of 3.5 from high school or Miami-Dade, or a SAT total score of 1050 or higher or and ACT composite score of 24 or higher, and who have received the required faculty recommendations, are eligible to participate.

- THE GOVERNOR'S PROGRAM: Intensive courses of study in computers, marine biology, medical micro-biology, musical theatre, forensics, and the visual arts are offered to high-achieving students in grades 9 to 12 for the six weeks of each summer term. This program is cooperatively funded by the State of Florida and Miami-Dade.

- PAVAC: The Performing and Visual Arts Center serves exceptionally talented students in grades 10 through 12 in the areas of dance, music, theatre, musical theatre, and the visual arts. Students passing the audition come to the North Campus from 1:00 p.m. - 4:00 p.m., Monday through Friday, to receive training in these areas for both high school and college credit.

- JUNIOR HIGH GIFTED PROGRAM: North Campus houses a program for gifted Dade County junior high students from the north and northcentral areas. These students, under special guidance, utilize the library, computer terminals, science labs, and other outstanding facilities of the campus.

- THE COLLEGE ACCELERATION PROGRAM: Courses in computers, electronics, math, and science are offered by distinguised North Campus faculty for college credit on Saturdays for high ability Dade County secondary students.

The creation of the Center for Advanced Learning clearly has brought a new dimension to honors programming at the North Campus. The Center has accelerated the attainment of the goals developed for the Honors Program.

The administration of the Center For Advanced Learning comprises a chairperson, the coordinator of Emphasis on Excellence, and a three-fifths-time Honors coordinator from the faculty of the North Campus. There are six full-time teachers from the Dade County Public Schools (DCPS) to staff the

junior high and high school programs. One project manager from DCPS and the Center chairperson administer PAVAC. All personnel are provided appropriate staff assistance from the related jurisdictions. Part-time instructors are provided by the DCPS, and many outstanding Miami-Dade instructors participate in the various programs of the Center.

Description of the Honors Program. The North Campus Honors Program now consists of the General Education Honors Core courses, special Honors classes, lectures and seminars, and regular courses which have been contracted for Honors credit. Faculty mentors are assigned for the student's Capstone Project. Scholarships, special interaction with the Distinguished Visiting Professors, and special advisement and counseling are available to these Honors students through the campus coordinators of the Honors and Emphasis on Excellence Programs.

The individual features of the North Campus Honors Program follow.

- HONORS CORE COURSES: Selected graduates of Dade County high schools, enrolled at the North Campus, take their general education core courses as a group and for honors credit. Completion of the first semester Honors Core with a minimum GPA of 3.5 automatically admits these students to the College Honors Program.

- SPECIAL HONORS SECTIONS: Honors sections of high level courses are offered which provide the Honors student the opportunity to be in a small class taught by outstanding faculty.

- HONORS LECTURES AND SEMINARS: Lectures and seminars are offered in science, humanities, and technology. These lectures and seminars may be developed to address the national Phi Theta Kappa annual themes and provide a small group of students the opportunity to explore such areas of interest.

- HONORS CONTRACTS: A student in the Honors program may contract for an Honors grade in many North Campus classes. This feature of the program allows a student to complete some of the required 18 hours of Honors credit within a major area of interest. To participate, students must have completed 12 credits at

Miami-Dade and have a minimum GPA of 3.25. The student enters a formal agreement with the faculty member to perform additional Honors level work to receive Honors credit. The contract must be approved by the coordinator of the Honors Program, the directing faculty member, who will receive additional financial compensation for supervising the Honors contract, and a committee from the faculty member's department. The contract method thus accommodates both Associate in Science and Associate in Arts students.

- CAPSTONE PROJECT: Students in the North Campus Honors Program are required to design and complete a Capstone Project. Since the ability to demonstrate knowledge and skill is a vital part of the educational process, this project is the culmination of the Honors Program and provides the students an opportunity to demonstrate the appropriateness of their receiving Honors credit. The successful completion of this Capstone Project provides students with a sense of accomplishment. The Project may subsequently be used to establish credentials at a transfer institution or with a potential employer.

Honors Program students receive full tuition scholarships and special recognition at commencement exercises. The "Honors" designation is incorporated into their transcript records. To remain in the program, students must maintain a minimum cumulative GPA of 3.25 for each academic year and not fall below a cumulative GPA of 2.8 in any academic term. Students must also successfully complete the Capstone Project and acquire a minimum of 18 hours of Honors credit before graduation from Miami-Dade.

In 1981, the College undertook an active membership in the National Collegiate Honors Council (NCHC). At the 1981 annual convention, Miami-Dade delegates and other community college representatives petitioned the Executive Board to reinstate its two-year college standing committee. The Executive Board's response was affirmative, and a Miami-Dade delegate became an active member of the Executive Board. The NCHC association has had a profound effect

on Miami-Dade's Honors programming and especially on the North Campus since the Chairperson of the Center for Advanced Learning sits on the Executive Board of NCHC.

The Honors Program truly reflects a community educational need. DCPS provide a well-elaborated special program for gifted and talented students throughout their primary and secondary schools. In the north and northcentral schools of Dade County, the feeder area for the North Campus, there are over 350 students presently enrolled in the Junior High Gifted Program. The North Campus Center for Advanced Learning articulates with such DCPS programs to provide a continuum of academic challenge for gifted students.

The North Campus Honors Program serves many purposes. It functions to improve the academic image of the campus among other institutions, its faculty and students, and within its own community. The program serves to attract superior students to the campus and retain them by challenging them academically to realize their full intellectual potential.

In 1981, a study of the North and South Campus Honors Programs (Wright, 1981), revealed that the North Campus' Honors Program was not on a par with that at the South Campus. In that study specific areas of deficiency were highlighted. Since the North Campus was "newer" to the Honors concept, the findings were taken in the constructive manner in which they were given and those in charge of the Honors Program on the North Campus made every effort to confront and eliminate those program deficiencies.

The Self-Study Honors Program Committee was in accord that the problems which surfaced in the 1981 study have been eradicated. No longer does student misapprehension about their instructors permeate the program, nor do

students find their Honors classes less demanding than their regular course work. There is no evidence from the committee's investigation to conclude that the Honors Program at the North Campus is not on track. Sufficient clues do exist which indicated that, for the Honors Program, "the best is yet to come."

Since the maturation of the Honors Program, the introduction of the General Education Honors Core courses, and the 1984 Institutional Self-Study coincided, North Campus administrators felt that a campus evaluation of this program was now most appropriate. This study, in its broadest sense, attempts to determine whether the North Campus Honors Program is meeting its goals and purposes. It places special emphasis upon the success the program has had in attracting superior students to the campus and in challenging the academic potential of its Honors students.

METHODS OF EVALUATION

Goals

The goals of the North Campus Honors Program are solidly based on the College's mission to educate its community, and on the construct that failure to serve the legitimate needs of a specific population within that community weakens the institution's commitment to its own mission. Since the goals of the program are to attract and provide intellectual challenge to superior students and, as a consequence, enhance the academic image of the campus, the goals of this study were designed to determine useful answers to the following questions:

- What is the individual and collective impact, efficiency, and effectiveness of the College Honors Program in relation to its intended objectives, to other programs, and to the total mission of the College?
- Are more academically superior students attending North Campus because of the Honors Program?
- What effect has the Center for Advanced Learning had, if any, on improving the image of North Campus?

The study's main evaluative objectives were as follows:

- To determine whether the needs of Honors students have been met.
- To determine what effect the Honors Program has had on the image of the North Campus within its community.

Committee Organization

The Campus Coordinator for the Self-Study, the Campus Steering Committee, and the Director of the Center for Advanced Learning met to determine the elements of the program that would be paramount for the study. A chairperson

was selected by the Campus Self-Study Coordinator, Faculty Senate President, and Campus Vice President. The chairperson, in turn, selected five volunteer committee members from a list of interested administrators, faculty, staff, and students. Advisors from the District Offices of Institutional Research and Academic Affairs were assigned. The North Campus Coordinator for the self-study served as the major advisor.

Research Design and Method

A prospectus was developed by the North Campus Self-Study Steering Committee with input from the chairperson of the Center for Advanced Learning. It was decided that students in the Honors Program would furnish the crucial data in regard to the effectiveness of the program. The ancillary goals of the program would be assessed through a more diverse population.

Personal interviews conducted with the Chairperson of the Center for Advanced Learning, the Coordinator of the Honors Program, along with students and faculty involved in the program, lent invaluable aid for arriving at a determination of the evaluation objectives and issues. Literature describing the North Campus program and research materials concerning honors programming in other community colleges were also utilized.

Six questionnaires were developed to address those issues which surfaced from an examination of the original prospectus. All the instruments which were developed and used for the study were reviewed by the Coordinator of the Honors Program and approval was granted, after review, by the North Campus Coordinating Committee and the College Self-Study Coordination Committee.

The principal research strategies employed in the study included a series of questions designed to determine the effectiveness of the Honors Program among current and former Honor students. Questions were addressed to the

general student body as well as to administrators, faculty, and staff to determine the degree of their awareness of the Honors Program. A mail survey of local residents was conducted to determine their understanding of the extent of the North Campus commitment to Honors programming and their level of support. Students taking the College Level Academic Skills Test (CLAST) were questioned about their perceptions of the Honors Program.

Target Group Selection and Data Collection. Seven surveys for data collection were developed and targeted as follows:

- Summer Term of 1984 Honors Students through U.S. Mail
- Fall Term of 1984 Honors Students enrolled in the general education core courses
- Honor Students sitting for the Fall Term 1984 CLAST examination
- North Campus administrators, faculty, and staff in a combined survey with the other two campus studies
- General community by a ZIP CODE selection through the U.S. Mail
- Randomly selected students in early Fall Term 1984 on a combined questionnaire with the other two special campus studies.

Data Processing and Analysis. When possible, the Scantron was used to tabulate the questionnaires. This was deemed advisable because many survey instruments were circulating within the campus at that time and the results of hand-correlated surveys would unnecessarily delay the processing of data.

Institutional Research performed the data processing on the results of each survey. Some surveys were totally hand-scored because of their minimal return. A packet containing the data produced by each survey instrument was delivered to all members of the North Campus Self-Study Honors Program Committee who, by analyzing and interpreting the data, formulated the conclusions stated in the next section of this report.

RESULTS AND CONCLUSIONS

The study committee was unanimous in its conclusion that the Honors Program at the North Campus is indeed meeting its goals. The data gathered through this study indicated clearly that the areas of the North Campus Honors Program which were singled out for adjustment in the 1981 Institutional Research Report (Wright, 1982) no longer present concern.

Both student surveys addressed issues which surfaced in this 1981 report. One instrument surveyed the 36 first-term students who were enrolled in the General Educational Core Honors Courses. Another instrument was completed by 24 Honors Program students, 75% of whom had matriculated at Miami-Dade for four or more terms. The committee directed greater consideration to the responses of the latter group because they had longer experience in the campus Honors program. Ninety-five percent of these latter students answered that their Honors courses were more challenging than their other course work. The same percentage said that their Honors courses demanded more individual thinking.

Seventy-nine percent of the same group thought that their Honors classes were more stimulating than were their ordinary classes. Ninety-one percent felt that, as a result of having taken the Honors courses, they were better prepared for academic work in the upper-division. Ninety-one percent affirmed that the Honors program was meeting their expectations. This same survey confirmed that 95% of the respondents were pleased with their instructors and 87% indicated that they were sufficiently satisfied with the program to recommend it to other students.

The 36 respondents to the Honors Core Course survey, 94% of whom had less than six weeks experience as Honors program candidates, provided similar results. Sixty-nine percent affirmed that their abilities were challenged in their Honors courses. Seventy-two percent believed that more thinking on their own was demanded by their Honors classes. Eighty-eight percent felt that the Honors Program would better prepare them for academic work in an upper-division institution. Sixty-three percent of the respondents declared that the Honors Program was meeting their expectations.

Only fifty percent of the same group, however, replied positively to the statement: "The Honors Program stimulates my interest in the subject matter to a greater extent than do my regular classes." The Honors student member of the Self Study committee suggested that required courses would not be as "stimulating" for students as those classes which students, following their own interests, would choose as electives. The committee took note of this explanation.

Seventy-five percent of the students from the fall survey, nonetheless, asserted that they were pleased to be taking Honors classes and expressed satisfaction with their instructors. Eighty-three percent of the students were enthusiastic about the program to the extent that they would recommend it to other students.

The inability to survey graduates of the Honors Program appeared to the committee as a defect and thus an evaluative area in which the program could be improved. The committee will recommend that more attention should be given to the "out-take" process of the program, especially since the "in-take" process seems to be under adequate control.

The recruitment and retention of superior students is a paramount objective of the campus Honors Program. The Honors students' surveys addressed this issue directly. The first question on the survey asked whether the student knew of the Honors Program while still in high school. The second question inquired whether the knowledge of the Honors Program influenced the student's selection of the North Campus. Data from the survey of 24 Honor students in the Summer Term of 1984 indicated that only 20% of the respondents reported being aware of the Honors Program while they were in high school, yet for those who knew of the program, all but one asserted that knowledge of the program influenced their selection of the campus. The respondents of the Summer Term of 1984 survey, 75% of whom had matriculated at the campus for four or more terms, clearly demonstrated that the message had not been getting through to high school students for the past two years. While it is true that the present program was still in its formative stages in 1982, honors programming was in existence.

The survey administered during the Fall Term of 1984, which questioned 36 Honors students engaged in the General Education Honors Core curriculum, yielded a more optimistic picture. Ninety-four percent of these students had graduated from high school the previous June. Sixty-five percent of these students claimed to have been aware of the Honors Program while they were in high school and 61% affirmed the selection of the campus because of the presence of the Honors Program.

These data, therefore, confirmed the belief that an Honors Program is an effective recruitment tool for superior students. The difference between the two surveys indicated that the message is better known in the high schools now, but it would seem that, among such a readily identifiable special interest group, a 65% awareness factor is still low.

The future campus recruitment efforts for superior students will be enhanced by the operation of the Center for Advanced Learning. The Center presents a new dimension for communicating the Honors Program to the Dade County School System, because it houses the Junior High gifted program for the North and Northcentral Districts of the Dade County public schools as well as the Florida Governor's Summer Program for gifted high school students. One can foresee that, within a few years, it will be almost impossible for superior students in northern Dade County to be unaware of the North Campus Honors Program during their secondary school years.

The Self-Study Honors Committee, however, believes that the North Campus should not sit back and await the passage of time, but should adopt a vigorous recruitment effort immediately. The Honors Program has proven to be an effective recruitment tool for superior students at a time of enrollment decline, and it is important to note that these students are also more likely to be enrolled on a full-time basis.

A general student survey instrument was developed by the committee in cooperation with the other two North Campus studies. This combined North Campus student survey elicited 310 responses. The Honors Program section of the survey contained seven questions selected by the committee to determine how familiar the general student body was with the Honors Program.

The findings from this survey of general students, 70% of whom had completed from 16 to 45 credits at the North Campus, were that the North Campus general student body was widely aware of the campus Honors Program. Seventy-one percent knew of the program, and the 16% who did not know about

the program still expressed confidence that scholarships existed for the program. The committee interpreted this latter information as demonstrating the student body's confusion of academic scholarships and the Honors program.

The general student survey in the Fall Term of 1984 led to the conclusion that although a significant majority of the students were aware of the program's existence and that financial scholarships were associated with it, the students, nonetheless, demonstrated scant acquaintance with the program's actual operation. Only 32% were aware that regular courses could be "contracted" for honors credit, and only 31% were aware that the Capstone Project was an integral part of the Honors Program. The committee noted with pleasure that 69% of the general student respondents were aware that the Honors Program was not confined to the Associate in Arts degree students.

Honors programming now extends to all the academic divisions of the campus. An increasing number of bright students are selecting a clear-cut technical or occupational career path as opposed to a liberal arts approach to professional development. The Honors Program students have established the fact that no longer can technical and occupational training be considered the province of mediocre students. Advanced Honors courses are giving these occupationally oriented students the degree of sophisticated training required by modern industry.

Any educational program requires a political base in order to function effectively. The committee, therefore, was interested in determining how strong an advocacy-base the Honors Program had. Since administrators, faculty, and staff constitute the most immediate and influential support group

on any campus, it was decided that questions which would indicate an advocacy-base would be asked in the survey administered to them. The data obtained pointed to strong support for the Honors Program.

This survey contained responses on two forms which represented the thinking of 54 randomly selected administrators, faculty, and staff on the North Campus. Fourteen questions dealt with matters of interest to the Honors Program Committee on each form. Most questions appeared on both forms.

Sixty-six percent of those responding to one form felt that an Honors Program elevated the academic credibility of the College in the estimation of its own faculty. Eight-eight percent acknowledged that the relationship between the College and the high schools is improved by an active Honors Program. Seventy percent believed that an Honors Program attracts and retains superior students to a community college. Seventy-five percent thought that an Honors Program acts as a catalyst for the development of innovative educational programs. Eighty-nine percent were confident that an Honors Program provides proper motivation for success to superior students.

The data from the second survey of administrators, faculty, and staff indicated that from 90% to 96% of those who felt able to give an answer affirmed that an Honors Program expanded opportunities for superior students, enhanced the academic image of the College in the eyes of both students and the community, improved the relationship of the campus with other colleges and universities, and provided challenge and satisfaction to the faculty involved in the program as well as proper reward for superior students.

The committee particularly noted the response to a bold assertion on the second form which stated that "An Honors Program enhances the transferability of all students as a 'halo' effect from the success of its graduates." Only

14% of the respondents disagreed with this statement, while 22% felt unable to answer. Eighty-one percent, therefore, of those who commented on the question agreed that a "halo" effect from the Honors Program would benefit all graduates in their transfer to senior institutions.

The most significant finding from these two surveys, however, was that, although the respondents felt positive about the Honors Program and believed students should participate, the majority (67%) of the respondents had no idea how the program operates on the North Campus and did not know how to refer a student to the program.

To the statement, "I feel Honors Programs are elitist and isolate bright students," the respondents divided almost evenly in their answers. Forty-two percent replied in the affirmative and 47% replied negatively. Another item provided clearer responses to the statement, "An Honors Program is appropriate at the community college level." Forty-two percent of the respondents strongly agreed and 36% simply agreed. Thus, 78% of the total respondents felt that an Honors Program was appropriate at the community college level.

The committee was disappointed with the 19 returns from its ZIP Coded community survey. The survey instrument was designed to clarify several matters about the Honors Program:

- The community's attitude towards honors programming in the community college and the extent of community willingness to support such programming;
- The awareness within the community that the North Campus offered an Honors Program for the gifted students;

- o The community's understanding that the honors programming at the North Campus was a logical extention of the Dade County Public Schools' extensive gifted program;
- o The extent of the community's knowledge that scholarships were available at North Campus, for these gifted students;
- o The impression that the presence of the North Campus Honors Program created within the community.

The few respondents to the community survey did show a clear attitudinal pattern in their answers. As a result, the committee voted to present the findings from this survey, even though its four percent return is marginal.

Eighty-nine percent of the respondents believed that the community college should provide special programs for Honors students. Seventy-nine percent felt that the extra expenses incurred in offering special Honors Programs were a valid use of taxpayers' money, and 83% of those responding affirmed belief that the North Campus having an Honors Program would elevate the prestige of the campus in their estimation.

Only 31% of the respondents were aware that the North Campus offered an Honors Program for gifted students. Slightly more than half of the respondents indicated that they were aware that the College offered scholarships to the gifted graduates of the Dade County School System.

Despite the few returns, the committee felt able to affirm that in the community's perception:

- The Honors Program belongs in the community college;
- The efforts that the College expends on behalf of Honors programming auguments the credibility of the institution;
- The presence of an Honors Program fulfills a true community need; and
- The community will support an educational institution in its efforts to provide education that is commensurate with the intellectual capacities of its students.

RECOMMENDATIONS AND PROJECTIONS

The following recommendations are those which the North Campus Honors Program Self-Study Committee considered most significant. Each is accompanied by the plan and timetable projected for its implementation.

Recommendation 1: Communication about the North Campus Honors Program should be improved with those teachers and counselors who influence Dade County students to make higher education choices.

This recommendation addresses the assertion that the Honors Program is a potent recruitment tool to induce superior students to enroll at the North Campus. Evidence also indicates that an Honors Program can elevate the community's estimation of the academic quality of the campus.

The Center for Advanced Learning will increase its efforts to make the Honors Program known among high school students by effective communicative methods by the Winter Term of 1985. The North Campus will highlight its Honors Program immediately in its off-campus advertisement efforts.

Recommendation 2: Communication should be initiated with the alumni of the Honors Program.

Effective communication can help former Honors students in their transfer to upper-division institutions as well as expand their scholarship opportunities. The Center for Advanced Learning will update files on former students and develop a computerized scholarship search service by the Winter Term of 1986.

Recommendation 3: Communication should be improved with current Honors students in both their understanding of the Program and their responsibilities under the Program.

This recommendation recognizes that Honors students are not fully aware of their obligations and responsibilities. The Center for Advanced Learning will plan an orientation for Honors Program students in order to familiarize them with the obligations that they have assumed. Plans for this orientation will be made during the Summer Term of 1985 with implementation in the Fall Term of 1985.

Recommendation 4: Communication relating to the Honor's Program should be improved with the campus administration, faculty, and staff.

This recommendation relates to the surprising data which indicated a scant knowledge of the program and its operation among administrators, faculty, and staff.

The Center for Advanced Learning will direct a greater effort towards acquainting the campus administrators, faculty, and staff with the operation of the Honors Program. Efforts will be made during the Fall Term of 1985 to communicate with the faculty at the departmental level, with administrators through the Campus Executive Committee, and the staff through the Classified Staff Forum.

NORTH CAMPUS STUDIES

PART 3

EVALUATION

OF THE

BASIC LAW ENFORCEMENT TRAINING PROGRAM

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

The subject of this report is the Basic Law Enforcement (BLE) Program of the Southeast Florida Institute of Criminal Justice, a North Campus community partnership program for consolidated training of newly-employed police recruits from law enforcement jurisdictions throughout the South Florida area. The program's intensive 20-week curriculum prepares its graduates for entry-level positions as sworn police officers in their home communities. While BLE trainees are students of the College, whose tuition is paid by their sponsoring agencies, the program has substantial autonomy in both organization and operation, and is open only to employed recruits from local police departments.

The primary goal of the study was to measure and evaluate the perceptions of all groups associated with the program in regard to how effectively the program is achieving its ten key objectives. These objectives relate to equipping BLE trainees with knowledge, skills, and understanding mandated by the State of Florida and required for effective police work.

Study methods included structured and non-directive interviews, review of pertinent records and documentation, and the administration of survey questionnaires to over 600 BLE and North Campus administrators, faculty, staff, students, and advisors. Results indicated strong support for the program by all target groups, and broad affirmation that it is substantially achieving its intended objectives.

A number of areas warranting improvement were also identified. These included general need for improved communication regarding program policies and procedures, increased formalization of the program's internal procedures and of the contractual relations among all parties involved in BLE training,

increased use of civilian (individuals other than sworn police officers and BLE trainees) instructors, and expansion of the program beyond the area currently served. The report includes nine recommendations for implementation of improvements in these and related areas.

BACKGROUND

Program Description

The following report presents results on an evaluative study of the Basic Law Enforcement (BLE) Training Program, operated by the Southeast Florida Institute of Criminal Justice at the North Campus of Miami-Dade Community College. The purpose of this state-approved program, established in 1971, is to train newly-employed police recruits for all of the 27 city and county law enforcement jurisdictions in Dade County, Florida, and for a number in neighboring counties.

The BLE Program was selected for inclusion in the Miami-Dade 1984 self-study since it serves a unique clientele, in a nontraditional framework, and was not included in the College's last self-study of 1974. In addition, since the BLE Program exemplifies the type of educational partnership with the community which the College seeks to expand, it was felt that its assessment would offer guidelines for development of similar community-service relationships by other components of the College.

Program Development

As the various communities and publics which constitute Dade County and adjacent areas have grown toward megalopolis status, and as urban pressures have generated new taxing, government, and spending patterns, communities have sought ways to economize and become more effective through consolidation and standardization in their community activities and public programs. One outgrowth of these local pressures has been the voluntary consolidation of the training of their police cadets at a central location at the North Campus of

Miami-Dade Community College. An additional result has been to augment and enhance the state-mandated portions of this training with expanded instructional modules emphasizing the particular needs of both the southeast Florida police jurisdictions and the individuals selected to pursue law enforcement careers in this area.

On April 7, 1971, the then Miami-Dade Junior College issued a press release announcing that, under terms of an agreement between city and county law enforcement agencies and the College, the Southeast Florida Institute of Criminal Justice would be constructed on the College's North Campus, in order to "consolidate all city and county police training activities in the area." In addition to such training, Institute services were to include "seminars, short courses, and in-service training for probation and parole personnel, juvenile officers, prosecutors, judges, and jail personnel."

The press release went on to say that this undertaking would be funded by a $1.3 million grant from the Law Enforcement Assistance Agency of the U.S. Department of Justice, and that an additional $80,000 in local funding was being provided by Metropolitan Dade County. To work with the College in planning and implementing the Institute's operations and programs, a nine-member Community Advisory Committee was established, representing a broad spectrum of local law enforcement interests.

As of 1985, the Institute has become the largest criminal justice training facility in Florida, with a range of basic training programs for police and correctional officers equalled by few other facilities in the nation. During the 1983-84 fiscal year, 350 BLE cadets completed the Institute's 20-week competency-based academy programs, and 70 in-service courses were offered to over 1,200 officers.

Currently, funds to operate the BLE Program come in part from local cities and communities, which pay the College for the training of their law enforcement recruits, thus avoiding the costs and complications of developing their own training programs, which must adhere to stringent state requirements. In this vendor-vendee contractual relationship, one of several maintained by the College with local political entities, BLE recruits trained at the Institute must be employees of the participating police departments. Tuition per credit hour, paid to the College by the communities sponsoring program participants, is the same as for regular in-state students attending the College. The State of Florida also funds the College for BLE recruits on the same basis as for other students.

Miami-Dade also offers Associate degree programs in Criminal Justice Administration for its regular students. These programs were not evaluated in the present study.

Program Scope and Organization

The Southeast Florida Institute of Criminal Justice is presently a subdivision of the College's Division of Public Services, whose Director reports to the Vice President of the North Campus. The Associate Director of the Division manages Institute affairs, including the BLE Program. Accordingly, the BLE Program is not under the jurisdiction of the North Campus Academic Dean, as are other North Campus programs evaluated in this volume.

Of the 33 members of this Division, seven are attached to the office of the Director, 18 to its components concerned with training in law enforcement, corrections, and criminal justice administration, four to its Assessment Center, and four to the Fire Safety Education Program which also comes under its jurisdiction. The superior performance of this staff has recently

resulted in designation of the Institute, by the District Board of Trustees, as a Center of Excellence, acknowledging the national and international recognition that it has brought to the College.

Personnel attached to the BLE Program itself include full-time College employees assigned exclusively to the program; full-time College employees, including faculty, who serve the program part-time; and part-time College employees who may also perform other College duties. Additionally, a number of police officers are assigned to the Institute as full- or part-time BLE instructors. This joint employer-employee contractor participation has both advantages and disadvantages, explored later in this report.

Community oversight of the BLE Program is exercised through the Institute's Community Advisory Council, composed of senior representatives of the College and 13 local law enforcement jurisdictions and related entities. These members, who review all Institute administrative and curriculum matters not mandated by the State of Florida, also represent the jurisdictions and agencies which are the purchasers and users of the educational services which the Institute provides. In addition to the College, the entities presently represented on the Council include the following:

- The Miami Police Department
- The Miami Shores Police Department
- The South Miami Police Department
- The Metro-Dade Police Department
- The Metro-Dade Corrections and Rehabilitation Department
- The Miami Beach Police
- The Sheriff of Monroe County
- The 11th Judicial Circuit Court of Florida
- The Metro-Dade Public Defender

- The Urban League of Greater Miami, Inc.
- The Florida Parole and Probation Services
- The Federal Bureau of Investigation
- The Dade County State Attorney

In addition to oversight by the Community Advisory Council, the College's District Board of Trustees, through appointed officers, also monitors these operations. This arrangement ensures that the interests of all parties to the contractual relationships involved are considered in developing, operating, and evaluating the BLE Program.

Apart from serving the law enforcement jurisdictions which send recruits to the Institute for academy training, the Institute's programs benefit other groups indirectly. Citizens of the Institute's service area look to the College and the Institute, as well as to their police departments, to maintain leadership in effective law enforcement methods. Further, both the reputation and the enrollment of the College and its Division of Public Services are enhanced by location of the Institute and the BLE Program at the Miami-Dade North Campus. Ultimately, however, principal efforts of the Institute and the BLE Program are addressed to equipping police recruits with the skills and knowledge required for maintaining the peace in the communities where they will serve.

The Institute is a relatively small and autonomous component of the College. Because of its specialized mission as a provider of educational services to the law enforcement and criminal justice professions, and the fact that its continued existence does not depend upon active recruitment of students from the community at large, it operates in a relatively separate and distinct manner. Noteworthy differences which characterize Institute and BLE Program operations include the following:

- The Institute does not follow the College's established academic calendar. Programs do not coincide with normal College terms, and BLE classes may begin or end on any date.
- Employment contracts of Institute personnel differ from those of other College employees.
- The Institute is not required to meet numerical enrollment and FTE production quotas established for other academic components of the College.
- BLE recruits wear police cadet uniforms during their 20-week training programs on campus, identifying them as police trainees.
- Separate graduation exercises are held for trainees completing the BLE Program.

BLE Students and Faculty. BLE cadet trainees are stimultaneously employees of their parent police agencies and students of Miami-Dade. However, they must complete the specific employment processing required by their parent agencies before being assigned to the BLE Program. Employment selection processes differ among the participating police agencies. However, the following five-step selection process, which provides for rejection at any step, is typical:

1. Testing. Applicant testing typically involves psychological evaluation, a physical examination, administration of the Beta Intelligence Test, the Campbell Strong Interest Inventory, and oral and written communications testing.
2. Assessment Center evaluation. At this North Campus facility, described below, applicants are evaluated on performance in life-like crisis situations which would require police intervention.
3. Background investigation. The employing agency conducts an in-depth investigation of the background of each applicant.
4. Decision to hire. The decision to employ the candidate is made by the parent police agency after reviewing results of the foregoing tests, assessment procedures, and investigation.

5. Completion of the BLE Program: The full BLE Program must be completed, under the joint guidance of College and parent-agency personnel.

As indicated in the second step above, some local police agencies require that their applicants also complete evaluations by the Institute's on-campus Assessment Center, to gauge their potential effectiveness in crisis situations. The Center is staffed by experienced professionals who make their services available to all local police agencies, both for assessment of BLE applicants and assistance of agency heads in making promotion selections. This facility is the only college-based police assessment center in the United States. Since its establishment in 1983, it has conducted pre-employment and pre-BLE entry-level assessments for more than 1,500 individuals who have applied for employment with the City of Miami Police Department, the Metro-Dade Police Department, and the Dade County Department of Corrections.

During the 1984 calendar year, the BLE Program operated seven recruit training classes, ranging in size from 20 to 48 cadets. Numbers and size of classes are functions of the new-hire and training needs of the participating police agencies, and thus fluctuate somewhat. Of the 250 trainees who entered the BLE Program in 1984, 212 were graduated and returned to their employing agencies as entry-level police officers, ending the College's involvement in their training, which is usually continued in their home jurisdictions. Institute sources estimate that approximately 90 percent of BLE graduates go on to satisfactorily complete their post-graduate probationary employment, monitored by their home agencies.

An additional significant aspect of on-campus cadet training pertains to authority relationships. When BLE recruits are attending Institute classes, they are subject to the authority of their classroom instructors, regardless

of the status of these instructors. However, since the BLE Program is structured on a quasi-military model, questions arise as to the source of command authority. In this regard, the employing police department, as represented by the police training advisors assigned to the Institute, has authority in regard to attendance, behavior, discipline, and employer-employee relations. The Institute Director or his designee, in turn, has authority in the matters of curriculum, testing, instruction, and dismissal recommendations.

Until the Fall Term of 1981, no full-time civilian faculty were assigned to the Institute. Since that time, however, there has been a systematic attempt to place instructional modules or training blocks under the firm authority of full-time civilian instructors. The instructional modules in Law, Human Behavior, Criminal Investigation, and Procedures and Tactics, are examples. In this manner, even though part-time instructors, who are also full-time police officers, may still be responsible for classroom teaching on topics of their expertise, actual authority and responsibility for content, lesson plans, questions, and subject continuity all rest with civilian faculty.

The BLE Training Program. Ten key objectives for the BLE Program have been developed by the Institute. A copy of these objectives is provided to each cadet at the outset of training as an indication of the knowledge, skills, and understanding which the training seeks to provide. These objectives are as follows:

1. To achieve state certification requirements, as stated in serve as the Florida Statutes, in order to be legally eligible to a sworn police officer.

2. To obtain knowledge, skills, and abilities required of police officers within Dade and Monroe Counties, as determined by Advisory Council policies.

3. To meet the many and varied informational requirements of entry-level police officers through successful completion of an integrated, task-oriented, job-related, basic curriculum.

4. To demonstrate--through competency-based instructional techniques, practical exercises, supervised performance, and field assignments--the understanding and comprehension of the duties of a new police officer.

5. To instill the necessary self-discipline that will enable the police officer to adjust and perform within the police agency and the community.

6. To provide the confidence that will prepare the officer to cope with the physical, emotional, and psychological demands of the performance of police duties.

7. To foster inter-agency communication and relationships through understanding of the needs of various police agencies, but to maintain consistent instruction throughout the program.

8. To teach the trainee the skills required to be proficient in areas of high liability and sensitivity that are inherent in all police tasks.

9. To ensure understanding of the multi-ethnic cultures that are within the area that the Institute serves, and to support the maintenance of the high ethical standards that are required in this law enforcement community.

10. To successfully proceed through, and complete, all relevant knowledge modules, including academic areas such as Human Behavior, Criminal Law, and Criminal Investigation, while demonstrating a capacity to think and respond positively, report accurately, handle one's self in a crisis, use equipment in a safe manner, and maintain discipline and physical fitness.

Each 20-week cycle of the BLE Program consists of approximately 800 hours of instruction. Only 320 of these hours are mandated by the State of Florida. The remaining 490 hours are devoted to enhancements of state requirements, developed by the Institute and the Community Advisory Council to increase the value of BLE training. The following table indicates the distribution of training time in each BLE 20-week cycle, by subject areas, and by state requirements versus augmented offerings of the BLE Program.

Training Areas	Training Hours	
	State-Mandated	BLE Program
Administration	18	121
Introduction to Criminal Justice	9	23
Basic Law and Legal Procedures	54	76
Human Skills	24	52
Patrol Procedures	20	78
Traffic Control	44	55
Crime and Investigation	70	139
Proficieny Skills	81	266
	320	810

Program Impact. In the fourteen years since its creation, the BLE Program has had significant impact on both the Miami-Dade North Campus and on the community at large. For the community, BLE trainees eventually become the first line of security in the day-to-day provision of police protection and services in much of southeast Florida. As BLE graduates gain expertise, many will assume leadership positions in the community. Proper training of recruits has thus been a vital contribution to the maintenance and growth of a responsive system of criminal justice within the community at large.

For the Miami-Dade North Campus, the BLE Program has had a number of other important implications. A major campus building, constructed with Federal Government funds, was added to accommodate it. The dual status of BLE trainees as employees of their home agencies and as Miami-Dade students allows their inclusion in FTE computations on which state funding of the College is based. BLE students also help generate substantial Auxiliary Fund revenues

through their purchases of books, equipment, uniforms, and food. A recent study concluded that each trainee purchases at least $200 of such items during a 20-week program.

Additionally, there are usually about 100 BLE trainees on campus at any given time. Each is a potential full-time North Campus student at a future date. Each is also a valuable ambassador for the North Campus in his or her community. The fact that BLE trainees wear police-type uniforms on campus is also considered to be a stabilizing influence in respect to campus security.

Finally, the campus and its faculty benefit from frequent selection of faculty members to augment the BLE instructional staff. Faculty thus have opportunity to broaden their teaching experience, while course assignment pressures in their home departments are correspondingly reduced.

METHODS OF EVALUATION

Goals

The general purpose of this BLE evaluation study was to measure and evaluate the perceptions of all groups associated with the program in regard to how effectively the program is achieving its ten key objectives. These objectives relate to equipping BLE trainees with knowledge, skills, and understanding mandated by the State of Florida and required for effective police work.

The six key BLE self-study goals were to assess the following:

- The BLE Program concept.
- The relationship of BLE Program objectives to the BLE Program concept.
- The relationship of the BLE program curriculum and staffing strategies to the BLE Program objectives.
- North Campus support for, and perception of, the BLE Program.
- Participation of the Advisory Committee in achievement of the BLE Program objectives.
- BLE Program results vis-a-vis its stated objectives.

Committee Organization

The proposed organization for the BLE study was initially developed by the North Campus Self-Study Steering Committee. The BLE Study Committee chairperson was recruited by the North Campus Self-Study Cooordinator, with approval of the Faculty Senate and the Campus Vice President, who in turn enlisted an associate dean, a department chairperson, and a faculty member to assist in further recruitment. Volunteer participation proved limited,

however, and most substantive work of the study was performed by a de facto committee of three members, including a BLE resource person. One student also assisted. Late in the study, a faculty member joined the Committee as its fourth member and participated in the final phase of the work. However, these organizational modifications did not significantly alter the scope or focus of the study as originally contemplated, and more than 600 students, faculty, staff, and advisors were involved in the study as questionnaire respondents and interview subjects.

Shortly after the BLE Study Committee was formed, the Director of the Division of Public Services convened a meeting to introduce his staff to the committee, and to have them describe their areas of responsibility, the mission and structure of the Institute and the BLE Program, and to designate specific members as resource persons on such matters as BLE class and instructor schedules, internal procedures, available records, and the like.

Research Design and Method

Research methods employed in the study included structured and non-directive interviews, questionnaire surveys, and review of pertinent records and documentation.

Interviews were used for smaller target groups, which included:

- Full- and part-time instructors, curriculum coordinators, and advisors in the BLE Program;
- Institute personnel in positions to clarify authority relationships, schedules, organizational structure, and pertinent processes and procedures;
- Selected North Campus administrators whose responsibilities included staff authority or support relationships with the Institute, including the Deans for Administration and Academic Affairs, the Registrar, and the manager of the campus bookstore.

Questionnaires were used to obtain data from a broad range of target groups. One instrument was administered in class meetings by BLE faculty to all BLE trainees participating in the program in November 1984. This survey was particularly intended to identify trainee perceptions concerning relationships and contrasts between the articulated objectives, policies, schedules, rules, and procedures of the program and actual practice.

A second questionnaire solicited information from the fourteen members of the Institute's Community Advisory Council, whose responses were considered highly germane in view of their oversight of all Institute and BLE Program activities, for which they comprise, in effect, a board of directors.

A third survey was sent to a random sample of 450 non-BLE North Campus students. The instrument included items relating to the BLE Program in a form shared with other North Campus studies using this target group.

A random sample of one-third of the general North Campus faculty was also surveyed. This survey also employed a shared instrument, administered in split halves. The same instrument was also administered to a random sample of 140 North Campus staff members. Finally, 76 North Campus administrators were surveyed, using the same instrument.

Items on the shared questionnaires addressed to campus administrators, staff, and faculty primarily sought to determine their understanding and perceptions of the role and functions of the BLE Program in the overall contexts of the academic missions of the Institute and the North Campus. Members of these groups not included in original sampling were contacted later and invited to request desired questionnaires, responses to which were also included in data analysis.

Rates of response provided acceptable levels of confidence for all surveys. Returns were processed through the College's Office of Institutional Research, except for those administered by the BLE faculty, which were tabulated by the BLE Study Committee. All interviews of BLE faculty, conducted by one of the Study Committee members, were summarized for review and analysis by other members. All tabulated results were then analyzed by the full committee.

RESULTS AND CONCLUSIONS

The following findings were obtained from the questionnaire administered to all students (96) enrolled in the BLE Program at the time elected for this survey in November 1984.

Personal characteristics	Number	Percentage
Sex:		
Male	79	82.3
Female	17	17.7
Ethnic Group:		
Hispanic	53	55.2
White Non-Hispanic	27	28.1
Black Non-Hispanic	14	14.6
No response	2	2.1
Native Language:		
Spanish	40	41.7
English	54	56.2
No response	2	2.1
Prior Military Experience:	20	21.9
Prior Law Enforcement Experience:	31	32.3
Earned Degrees:		
Associate in Arts	13	13.5
Bachelor in Arts	4	4.2
Bachelor of Science	6	6.3
Other Family Members Employed in Law Enforcement:	30	31.0

The high rate of respondents with prior law enforcement experience is accounted for largely by experience in military service. The ethnic and native language distributions roughly parallel those of the North Campus and the College. The percentage of female trainees corresponds with increasing use of women as police officers in local jurisdictions.

Over half of the 96 BLE trainees (53.6%) reported that their perceptions of police work had changed since the beginning of their programs. The longer a trainee remained in the program, the more apt this perception was to change. Of trainees in the program for eight weeks, 50% indicated that their perceptions had changed, compared with 71% for those in their thirteenth week.

Almost all trainees (95.6%) felt that their instructors had consistent expectations of trainee performance, and 89.2% believed that they were receiving sufficient assistance from classroom instructors and counselors to successfully complete the BLE program. By their thirteenth week of instruction, no trainees reported insufficient assistance, and only 8.2% reported that their non-English native language presented difficulties in understanding BLE textbooks and other training materials.

With respect to program discipline, however, 72.3% of trainees reported that persons responsible for their training had attitudes with which they differed. In regard to military-type training, 31.0% of the trainees thought that the program should include more such training, while 21.7% thought it should have less. Perceptions on these matters did not change substantially during the program.

Substantial numbers of trainees reported misconceptions of various facets of the program. Approximately 83.9% were under the impression that the full BLE curriculum was mandated by the State of Florida. As explained earlier, however, only 320 of its 810 hours are mandated. A third of the November 1984 trainees also erroneously believed that all of the program's classroom instructors were employees of local police agencies, whereas many are Miami-Dade personnel. Additionally, two-thirds of the trainees believed that they would receive Miami-Dade credits for all of their BLE courses, whereas

the maximum and only credits that a trainee receives upon completion of the BLE Program are 30 semester hours, none in general education core course areas. On a related question, 92.6% felt that trainees should be encouraged to also complete Associate degree programs.

In other perceptions relating to the BLE curriculum, 92% of program trainees felt that the curriculum should include equal emphasis on cardio-respiratory fitness and defensive tactics. At the time of this study, cardio-respiratory fitness training was included in a one-hour, early morning period, which was also designated for drills and inspections, while defensive tactics was an integral part of the module in Proficiency Skills. The latter devotes 56 hours to this training, rather than the 20 mandated by the state. Further, 94.7% of all trainees indicated that they will continue to maintain cardio-respiratory and strength training programs after their completion of BLE training. Trainee attitudes on cardio-respiratory and defensive tactics training did not change during the course of their programs.

With respect to target practice, 28% of trainees felt that insufficient practice was included in the curriculum before the actual qualifying test. Sixty-eight percent advocated inclusion of a module on water rescue, doubtless a reflection of the region's prevailing aquatic environment.

With respect to advisement and related matters, only 55.2% of the November BLE trainees indicated that they had been informed of the requirements of the sponsoring agency's post-graduation probationary period. Some 62% had opportunity to discuss, with a uniformed police officer in the field, the relationship of BLE training to their eventual assignment as a sworn police officer. Seventy-three percent understood how their performance as a BLE trainee would be evaluated. Eighty-six percent believed that the BLE Program was preparing them adequately for a career as a police officer.

Of the 54 North Campus administrators and staff surveyed, who included an undetermined number of Institute personnel, four had taught at least one course in the BLE Program. Of the 54, many held erroneous perceptions concerning the BLE Program. For example, 32% were under the impression that the Institute was not part of the North Campus, and an additional 31.6% were unable to answer. Forty-six percent did not know to whom the Institute Director reported, and 53% did not know that participation in the BLE Program is restricted to employees of police departments. Sixteen percent thought that all BLE classroom instructors were employees of participating police agencies, and another 47.4% were not sure.

On the positive side, however, 74% of this group felt that the BLE presence improves the overall campus image, and 69% that it improves relations between the campus and local community. Fifty-six percent reported that they would advise students to enter the BLE Program.

With respect to curriculum matters, 26% of the campus administrator and staff group were aware that the BLE curriculum is mandated by state and local agencies. Thirty-nine percent felt that BLE courses should not be offered to regular students, and 24% were not sure. Sixteen percent erroneously believed that all BLE courses obtained College credit, and nearly half were uncertain.

As to BLE student activities, 53% of the campus administrator and staff group believed that BLE students should compete for financial aid on the same basis as other North Campus students. Eighty-four percent felt that they should be encouraged to participate in North Campus student activities, and 86% that they should be encouraged to complete Associate degree programs. The

low figure of 20% of these respondents who had attended a BLE graduation exercise is doubtless accounted for by the fact that Institute commencements are separately held.

Responses to the same questionnaire from the random sample of 103 North Campus general faculty, 12 of whom had taught in the BLE Program, again revealed many misconceptions regarding the program. Approximately 20% thought that the Institute was not part of the North Campus; 61% did not know to whom the Director reported; 66% were unaware that the program was restricted to police recruits; and 20% thought that all BLE instructors were police personnel.

Again on the positive side, however, 78% felt that the BLE program improved the North Campus image, and 70% that it contributed to improved campus relations with the community. Fifty-eight percent in this group reported that they would advise students to enter the BLE Program.

Forty-three percent of the campus faculty group were aware that the BLE curriculum is mandated by the state, nearly double the figure for the staff and administrator group, and 59% felt that BLE courses should not be offered to non-BLE students. Fifty-nine percent did not know whether BLE courses earned credit, and 10.7% believed that all earned credit.

Thirty percent of the same faculty group felt that BLE students should compete with other campus students for financial aid, 33.9% that they should not, with a remaining third uncertain. Seventy-seven percent felt that BLE trainees should participate in general student activities, and 85% that they should be encouraged to complete degrees. Only 12.6% of faculty had attended a BLE graduation.

In contrast with the BLE trainee group, the 310 students in the general campus sample were 55.7% (versus 17.7%) female, 45.2% (versus 55.2%) Hispanic, and 17.1% (versus 14.6%) Black non-Hispanic. The majority had attended the College for more than one term.

Although the majority of this group (63.8%) had heard of the BLE Program, their other perceptions indicated limited familiarity with its details. Only 4.7% had ever received counseling regarding BLE, and 76% believed that it was not necessary to be a police recruit to participate in the program. Forty-three percent thought that any student could register for a BLE course, and 48% thought that BLE students could register for non-BLE courses.

Viewpoints of the BLE Program's civilian Community Advisory Council were also solicited on how well each of ten BLE Program objectives, listed earlier in the report, were being achieved. The Council's 50 combined ratings were overwhelmingly positive. Fifteen ratings (30%) were "excellent" and 33 (66%) were "satisfactory." One respondent was unable to evaluate achievement in understanding multi-ethnic cultures and ethical standards (Objective 9). Another rated as "unsatisfactory" achievement of proficiency in skills relating to areas of high liability and sensitivity in police tasks (Objective 8).

While the bulk of these Advisory Council responses were positive, the fact that excellent ratings were less than half of satisfactory ones (15 versus 33) implies that a number of program areas may warrant further improvement. The objectives relating to instilling self-discipline (Objective 5) and preparing officers to cope with physical, emotional, and psychological demands (Objective 6), for example, received no excellent ratings at all. Excellent versus satisfactory responses were mixed for most other objectives.

While responses from only five members (36%) of the Council were obtained, the importance of Council functions in program management makes their assessments of BLE Program achievements particularly significant.

RECOMMENDATIONS AND PROJECTIONS

The following nine recommendations for action, derived from study findings, relate to aspects of the BLE Program which the BLE Study Committee believes should be improved. The recommendations attempt to point the directions for these improvements. A statement accompanying each recommendation provides clarifying rationale.

Recommendation 1. The contractual nature of the vendor-vendee relationship between the College and each police agency whose recruits are trained in the BLE Program should be formally documented, with all terms and conditions specified.

The BLE Study Committee found neither executed contracts nor formal documentation establishing the terms, conditions, and other matters pertaining to relationships between the parties involved in the BLE Program. As one positive step in the direction recommended, the Dade County Manager proposed in early January 1985 that the County Commissioners execute a one-year contract with the College, with automatic renewals, under which the College would provide BLE training for new Metro-Dade police recruits. A copy of this proposed contract was received by the Study Committee in March 1985, following completion of its work. Consideration of this document as a possible model of the type called for in this recommendation is further suggested.

Recommendation 2. An audit and/or management study of all financial procedures relating to the BLE Program should be conducted as a prelude to preparing and executing contracts between parties to the BLE Program. This audit should include a cost/revenue analysis of the program.

While the Study Committee has no reason to believe that fiduciary responsibilities have been compromised, responses regarding documentation and related procedures were generally vague in interviews relating to the College's contractual relationships with the police agencies participating in the BLE Program.

Recommendation 3. The Southeast Florida Institute of Criminal Justice should develop additional academic and/or other revenue-generating programs that will make the Institute less dependent on the BLE Program and BLE recruits for a major source of students.

The number of on-campus BLE trainees is directly linked to the manpower requirements, forecasts, budgets, and hiring practices of the participating police agencies. This recommendation is intended to diminish the influence of these vicissitudes.

Recommendation 4. The Southeast Florida Institute of Criminal Justice should extend its recruiting services and general activities beyond its present area, to become less dependent on local sources of students, provided that such extension does not violate state statutes or other restrictions.

To implement this recommendation, the Institute should be granted supplemental budgets for marketing research and related public relations, advertising, and staff travel.

Recommendation 5. The Southeast Florida Institute of Criminal Justice should prepare a management procedures manual, to specify and document all internal procedures unique to the Institute and its BLE Program.

This recommendation further addresses the vagueness encountered by the BLE Self-Study Committee, regarding internal procedures and other matters relating to the responsibilities assumed by non-police personnel performing different roles in the Institute.

Recommendation 6. BLE trainees and Institute personnel should become more cognizant of the need to keep other North Campus components and personnel informed of their missions, activities, and accomplishments.

At present, Institute personnel and BLE students tend to operate outside the sphere of academic and social relations normally associated with campus life, resulting in widespread misconceptions concerning the BLE Program.

Recommendation 7. The relationship between the Institute and the North Campus A.A. and A.S. degree programs in Criminal Justice Administration should be precisely defined, articulated, and publicized.

The study's interview research revealed general uncertainty regarding the jurisdiction of these programs. The situation should be corrected by either the Institute or an assigned North Campus academic department.

Recommendation 8. The Institute should continue developing a BLE faculty composed of both civilians and personnel experienced in police work.

Although it is important for BLE trainees to understand that they are subject to the discipline requirements of their police supervisors, it is equally important that they recognize the negative implications of the we/they outlook sometimes encountered in police and quasi-military organizations. Exposure to civilian instructors should help trainees to maintain a balanced viewpoint.

Recommendation 9. The Institute should conduct an orientation for newly assigned part-time civilian instructors to acquaint them with Institute authority relationships, recruit discipline and related practices, standards, and policies.

The study's interview research indicated that new part-time police instructors are given a 40-hour orientation program, whereas new part-time civilian instructors receive no formal orientation to prepare them for the quasi-military-like academy environment of the BLE program.

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Planning for the effective and timely implementation of the foregoing recommendations will be considered for joint development and implementation by appropriate representatives of the Southeast Florida Institute of Criminal Justice, the Basic Law Enforcement Training Program, and the College's North Campus administration beginning in the 1985 Fall term.

SUMMARY

The self-studies reported in this volume determined that the three North Campus programs that were evaluated are accomplishing what they were designed to do. However, Campus and community awareness of each program must be improved.

CHANGE Center

Research indicated that the CHANGE Center was successful in providing services to its participants. The organizational structure of the CHANGE Center, while effective, does not allow for expansion.

Promotional efforts of the program must be increased. Funding processes must be reviewed. Because of the recruitment and retention success of the program, all avenues for program expansion and funding increases should be investigated.

Honors Program

Survey data indicated that the Honors Program is meeting its goals effectively and should now expand its services to qualified students. In particular, the program should provide greater assistance to graduating students in obtaining scholarship opportunities and information for transfer to senior institutions. A process for monitoring the progress of graduates, by initiating a means for strengthening their affiliations with the Miami-Dade North Honors Program after graduation, should be investigated. The most immediate need for corrective action relates to development of effective publicity directed to North Campus feeder-high schools, to make the program more widely know among superior high school students.

Basic Law Enforcement Program

Evaluation of the BLE Program indicated that it is being effectively monitored by the Southeast Florida Institute of Criminal Justice and it is a successful operation, as measured by achievement of its articulated objectives. Areas of needed improvement chiefly relate to documenting the contractural relationships between the College and the police agencies which enroll their recruits in the program, improving the accuracy of perceptions of the program by North Campus personnel and students, and developing a strategy to cope with circumstances which, at present, make the BLE Program unduly dependent upon the hiring needs of local police agencies.

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